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ABSTRACT

An instructor's guide with "active learning" teaching techniques, handouts, transparency masters, and other supplementary materials was developed for use with the Child Development Associate (CDA) Training programs in Texas community colleges. The project is a 1-year continuation of the Child Development Associate Credential (CDA) Curriculum and Training Project. Activities in the guide were field tested at four community college sites. Activities were subsequently revised and new activities developed based upon feedback from the colleges and according to new guidelines in the CDA Council Model. Technical assistance was provided to the four colleges through demonstration teaching, workshops, and meetings. This final report of the project contains a description of the project, chronological listing of project objectives, and a summary of the project's major goals. Seven appendices contain (1) the advisory board committee meeting minutes; (2) the guide evaluation form; (3) a CDA Credential survey; (4) technical assistance forms; (5) technical assistance data; (6) activity evaluation forms; and (7) examples of publicity efforts. (TJQ)

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Project Number 38113396

THE CHILD DEVELOPMENT ASSOCIATE CREDENTIAL CURRICULUM AND TECHNICAL ASSISTANCE PROJECT

Final Narrative Report
June 1993

Description of Project

An instructor's guide with "active learning" teaching techniques, handouts, transparency masters and other supplementary materials has been developed for use with Child Development Associate (CDA Training programs in Texas community colleges. This project is a one year continuation of the Child Development Associate Credential (CDA) Curriculum and Training Project. Activities in the guide were field tested at four community college sites. Activities in the guide were revised and new activities developed based upon feedback from the colleges and according to new guidelines in the CDA Council Model. Technical assistance was provided to the four colleges through demonstration teaching, workshops and meetings.

The following objectives were met:

<u>First Quarter - July, August and September</u>

- Obtain contracts for facilitator, technical advisors and clerk-typist.
- Survey CDA instructors in post-secondary institutions using curriculum developed during previous grant (1991-1992).
- Develop survey form to be used to determine interest in field testing materials and need for CDA training.
- Select sites for field testing and technical assistance.
- Recruit and orient advisory committee members.
- Develop evaluation forms to be used for technical assistance visits.
- Conduct first advisory board meeting.

<u>Second Quarter - October, November and December</u>

- Make initial visits to determine specific site needs, provide orientation and begin training.
- Develop activity evaluation forms for use by personnel at field sites and CDA instructors at San Antonio College.

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- Teach and evaluate activities from original guide in classes at field sites and in San Antonio College CDA classes.
- Develop additional activities.
- Present at state and national conferences.
- Prepare articles about project for publication.
- Make second visits to field sites to continue training.

Third Quarter - January, February and March

- Revise activities based on evaluations from personnel at field sites, advisory committee members and CDA instructors at San Antonio College.
- Develop additional teacher resources; i.e. observation forms, handouts and transparency masters based on evaluations from site visits and advisory committee input.
- Conduct second advisory board meeting and collect additional impute in small group work sessions facilitated by technical advisors.
- Make third visit to field sites to continue training.
- Present at state conference.
- Prepare articles about project for publication.

Fourth Quarter - April, May and June

- Continue to make third visits to field sites.
- Teach and evaluate activities from original guide in classes at field sites and in San Antonio CDA classes.
- Revise activities for remaining seven CDA functional areas based on evaluations from personnel at field sites, advisory committee and CDA instructors at San Antonio College.
- Develop additional activities for remaining seven CDA functional areas.
- Conduct final advisory board meeting and report accomplishments to date.
- Prepare final report.
- Mail guide to community colleges.

MAJOR GOALS

A summary of each major goal as outlined in the Operational Format of the grant proposal follows:

1. Implement the Project and Activate Advisory Committee

The staff for the project included a Director, Facilitator, two Technical Advisors and a Clerk-Typist. The director dedicated 1/5 time to grant activities, the facilitator worked 2/5 time on the grant, technical advisors worked 1/5 time each and the clerk-typist served full-time on the grant.

The advisory committee was comprised of four community college child development chairpersons/instructors, one San Antonio College adjunct faculty member, two military child care representatives and one representative from a privately owned child care consultant agency. The advisory committee was representative of the cultural diversity of the students in the training program at San Antonio College. This committee met formally in September, February and May (Appendix A: Minutes). The advisory committee members reviewed activities and evaluated curriculum and other products in small groups facilitated by the technical advisors. Four of the advisory board members were chairpersons of the community college child development departments to whom technical assistance was provided. The advisory committee has been a vital part of the Child Development Associate Credential Curriculum and Technical Assistance Project.

2. Solicit Feedback from Child Development Instructors in Post-Secondary Institutions Using Curriculum Materials Developed During Previous Grant (1991-1992)

Evaluation form was developed and mailed in July to all child development programs in post-secondary institutions (Appendix B: Evaluation Form). Response was low due to college personnel not being available. Evaluation information was obtained through additional phone calls and other contacts.

3. Provided Technical Assistance On-Site To No More Than Four Post-Secondary CDA Programs

A survey of Child Development Programs in Texas post-secondary institutions was conducted by mail and telephone. The survey to determine interest in field testing materials and the need for CDA training prepared for the proposal had shown that 73.6% of the respondents were willing to participate in the field testing and technical assistance aspects of the project. The sites selected were Amarillo Community College, Eastfield Community

College, Central Texas College and Houston Community College (Appendix C: Selection Form). Forms for technical assistance were developed (Appendix D: Technical Assistance Forms). The four sites completed the needs assessment form. Three technical site visits were made to each site by the technical assistance teams consisting of the facilitator and the two technical assistance advisors. Technical assistance was individualized according to the specific needs of each community college program selected. Evaluation data was provided by participants including college personnel, students and members of the community (Appendix E: Technical Assistance Data). The only problem experienced was the difficulty in providing training to personnel at the Central Texas College site. The CDA instructors at this site were somewhat resistant to receiving technical assistance training. The chairperson, who was a member of the advisory board, was supportive. At the third technical assistance visit the technical assistance advisor demonstrated the techniques "teaching" the students the CDA instructors normally taught. After seeing the students actively participate in the activities, the instructors were more positive and receptive.

4. Revise Techniques, Resources and Activities for CDA Functional Areas

Activity evaluation forms were developed for use by field site instructors and San Antonio College CDA instructors. Activities for the first six CDA functional areas from the original guide were taught at the field sites and in San Antonio College CDA classes. Ten activities were evaluated by each of the personnel at the field sites (Appendix F: Activity Evaluation Forms). The only problem experienced was the chairperson of one of the technical sites neglected to evaluate activities and therefore did not meet the due date. She was reminded and given extra time. Additional activities for the first six CDA functional areas were evaluated by the advisory board at the first advisory board meeting. Activities and teacher resources such as observation forms, handouts and transparency masters were revised based on evaluations, site visits and advisory committee input. At the suggestion of the personnel at the field sites, activities on the CDA process and child growth and development information in the functional areas of physical, cognitive, communication and creative were developed. Additional new learning activities for the first six functional areas were also developed.

In January, activities for the remaining seven CDA functional activities were taught from the original guide at the field sites and in San Antonio College CDA classes. Activity evaluation forms were completed by instructors in San Antonio College CDA classes and at the field sites. Activity evaluation forms were completed by advisory board members. Activities and teacher resources for the rest of the guide were revised. New activities were developed. Guides were printed and mailed to all Texas

community college child development departments. In addition, guides were sent to teachers in CDA programs who had requested a guide.

5. Report On Grant Activities

Information on the project was distributed to the Alamo Community College District Newsletter, ACCD Perspective, the San Antonio College faculty/staff newsletter, Update, the Texas Community College Child Development Educator's Association Newsletter and the CDA newsletter, Competence. The article in Competence generated 140 requests for the guide (Appendix G: Publicity Efforts) from almost every state and as far away as Guam.

Updates on the project were given by project staff at the Texas Association For the Education of Young Children on October 15-16, 1993 and at Texas Junior College Teacher's Association in Austin on February 19-20, 1993. A presentation of the project was given at Best of Texas Conference in Austin on February 28 - March 1, 1993.

The Child Development Associate Credential Curriculum and Technical Assistance Project received the 1993 Best of Texas Award in the area of professional development and was featured in the 1993 Best of Texas Yearbook.

APPENDIX A:
MINUTES

ADVISORY BOARD COMMITTEE MEETING MINUTES

September 11, 1992

Committee Members Present:
Melonye Curtis
Lisa Garden
Pat Kennedy
Ana de Hoyos-O'Connor
Marilyn Stavinoha
Bessie Walton

Committee Members Absent:
Catherine Mason
Joan Wyde

Gloria Ann Lopez, ex-officio member and Coordinating Board Representative

Project Staff Members Present:
Betty J. Larson
J. Christine Catalani
Cathleen McAuliffe
Linda Ruhmann

The advisory board committee meeting was called to order at 9:40 a.m. in Room 118 of the Business and Industry Center at San Antonio College.

Betty J. Larson, Project Director, gave the introductory remarks and introduced each person present to the group. Mrs. Larson introduced J. Christine Catalani, Project Facilitator, who introduced Lisa Garden and Bessie Walton.

Pat Kennedy reported on the CDA pilot group at Eastfield College. She received positive responses from the group completing the Professional Preparation Program and the Council of Early Childhood Recognition. She added that they intended to use the same curriculum for the CDA students completing the CDA training for their direct assessment.

Christine Catalani gave an overview of the project. Mrs. Catalani stated that the 1992-1993 year will be used to field test and revise the activities in the CDA guide. A survey of Child Development Programs in Texas post-secondary institutions was conducted by mail and telephone. The survey was to determine interest in field testing materials and the need for technical assistance for CDA training. Response indicated 73.6% of the respondents were willing to participate in the field testing and technical assistance aspects of the proposed project. The four community colleges selected were Amarillo, Eastfield, Central Texas, and Houston Community College. Betty Larson stated that the geographical location was a factor in the selection of the field sites. Pat Kennedy inquired about the number of site visits to each of the four colleges. Mrs. Larson explained that a minimum of three visits will be made to each of the field sites. Mrs. Catalani stated that the number of advisory board meetings were reduced from four to three meetings as a result of a reduction in the budget by the Coordinating Board. The meetings will be held in September, January, and May.

Christine Catalani introduced several forms. The first was the Activity Evaluation Form. Two activities should be evaluated a week by the advisory board members at the four field sites and

ten Activity Evaluations Forms should be sent back to Mrs. Catalani by November 4. Pat Kennedy suggested including the size of the class or group that participated in the activity. Linda Ruhmann proposed including the time it took to complete each activity. Marilyn Stavinoha suggested asking on the form if the material and activities facilitate student interaction. Mrs. Catalani requested that the activities being evaluated be selected from the safe, healthy, learning environment, self, social and guidance portion of the manual as that is the portion that will be rewritten in the Fall.

The second form was the Field Site Needs Assessment. This form is for the contact person in each of the four field site colleges to indicate the type of technical assistance that would be most helpful to them. Advisory board members representing colleges were asked to complete these forms by either the end of the meeting or to return them by mail as soon as possible.

The third form was the Technical Assistance Evaluation Form. The purpose of this form is to evaluate the technical assistance activities provided during each visit. It is to be completed by the contact person in each of the four colleges. Mrs. Kennedy suggested revising the form so either the contact person, a student, or instructor could complete it since the contact person might not be the only one participating in the technical assistance.

The last form was the Site Visit and Feedback Form. The project staff will evaluate each field site and determine any follow-up needs of that site.

A break was taken at approximately 11:00 a.m.

After the break the board members were divided into two sub-committees. Group facilitators were Cathy McAuliffe and Linda Ruhmann. Each group was asked to evaluate ten different activities in the guide.

Lunch was eaten at approximately 12:00 noon.

The sub-committees reconvened and continued to work on the activities until 2:30 p.m.

Reimbursement forms were distributed and completed by the appropriate committee members. Dates were arranged for technical assistance visits to Dallas and Amarillo. Dates have been arranged for a technical visit to Houston Community College in October. A date will be arranged by telephone for Killeen Community College.

Advisory committee members were asked for suggestions for possible January dates for the next advisory committee meeting. Melonye Curtis cannot meet on Friday as she teaches an all day HeadStart class. She asked for a Monday date. January 25, 1993, was suggested as a possible date. Mrs. Kennedy asked if the meeting could end at 2:30 p.m. to allow her better airline connections.

The meeting was adjourned at 2:55 p.m.

CDA ADVISORY BOARD COMMITTEE MEETING MINUTES

February 5, 1993

Committee Members Present:
Melonye Curtis
Lisa Garden
Ana de Hoyos-O'Connor
Catherine Mason
Marilyn Stavinoha
Bessie Walton

Committee Members Absent:
Pat Kennedy
Joan Wyde

Project Staff Members Present:
Betty J. Larson
J. Christine Catalani
Cathleen McAuliffe
Linda Ruhmann

Ex-Officio Members Present:
Gloria Ann Lopez,
Coordinating Board Representative

The advisory board committee meeting was called to order at 9:50 a.m. in Rooms 223 and 224 of the Loftin Student Center at San Antonio College.

Betty J. Larson, Project Director, gave the introductory remarks and introduced Dr. Gloria Ann Lopez, Coordinating Board Representative. Each person present introduced herself/himself to the group. Mrs. Larson asked Dr. Lopez if she would like to make any comments. Dr. Lopez stated that Bob Day, ex-Coordinating Board Representative, spoke very highly about the CDA program and that she knew the project had won awards. Dr. Lopez stated she was pleased to be at this meeting.

Mrs. Larson introduced J. Christine Catalani, Project Facilitator, who gave an overview of the project. When terms for the grant were negotiated, technical site visits were cut from four to three visits for each site. Amarillo Community College was visited once in the Fall and will be visited twice in the Spring. Eastfield Community College was visited twice in the Fall and will be visited once in the Spring. Houston Community College was visited once in Fall and will be visited twice in the Spring. Central Texas Community College was visited twice in the Fall and will be visited once in the Spring.

Activities from the original guide were used at the field sites and in the three CDA classes at San Antonio College during the Fall semester. New activities were also pilot tested and will be added to the guide.

Evaluation of activity forms were returned by three of the field sites. Feedback from the other site will be received in March. Activities and teacher resources for the first six areas were revised.

Activities are now being field tested in the remaining seven areas. At San Antonio College there are four CDA classes this semester that are using activities from the guide and are developing new activities.

A description of the project was printed in the Texas Community College Child Development Education Association (TCCCDEA) Newsletter. The CDA Newsletter Competence printed an article on the CDA project resulting in 122 requests for the guide. Presentations were given at the TCCCDEA meeting at the Texas Association for Education of Young Children in Houston in October. Presentations will also be given at the TCCCDEA at Texas Junior College Teacher's Association the 19th and 20th of February. The project has won a 1993 Best of Texas Award. Last year the Child Development Department received a Best of Texas award for the Child Development Associate Credential (CDA) Program as well as a second award for our Integrated Program.

Catherine Mason stated that she used the guide in her CDA classes she taught on Saturdays. Cathleen McAuliffe suggested translating the guide into Spanish.

Mrs. Catalani then lead a discussion on different types of technical assistance provided during the Fall semester and possible technical assistance activities for the Spring semester. Dr. Lopez requested a list of the training sites for the Spring. Mrs. Catalani proposed teaching active learning to instructors even if it means teaching them at night. Catherine Mason stated that the Child Care Management System (CCMS) employers are willing to give employees time off for training, preferably on a Friday. Linda Ruhmann explained that students and trainers could be at the training. Mrs. Catalani suggested having instructors in class to observe or a workshop could be provided for instructors.

Dr. Lopez reported that Governor Ann Richards wants agencies to work together. The Department of Human Services has been cut by 22%. By March 1st, Texas will have an Appropriations Bill. Dr. Lopez wanted to know what the colleges were willing to do to help. Linda Ruhmann proposed that child development departments could give basic training to volunteers. This would not be a credit course. Catherine Mason suggested helping students find private business grants. Ana de Hoyos-O'Connor related that all the colleges should have lab schools. San Antonio College is the only college in San Antonio with a lab school at their site.

Mrs. Larson talked about the new building that will house the Child Development Department. The moving date is May 7th. The third floor will have three college classrooms and the faculty offices. The second floor will have administration and faculty offices, plus classrooms for three and four-year-olds. The first floor will have the twelve months through two-year-olds classrooms. The playground will also have a small building with one small toilet and a diapering area for the children.

A break was taken at approximately 11:30 a.m. Mrs. Larson escorted some of the committee members to the new building so they could look at it from outside.

Lunch was eaten at approximately 12:05 p.m.

After lunch the board members were divided into two sub-committees. Group facilitators were Cathy McAuliffe and Linda Ruhmann. Each group was asked to evaluate new activities and activities already in the guide. The sub-committees continued to work on the activities until 2:10 p.m.

Advisory committee members were asked for suggestions for possible May dates for the next advisory committee meeting. Mrs. Catalani asked for two possible dates. Mrs. Larson suggested April 30th or May 7th.

Reimbursement forms were distributed and completed by the appropriate committee members. Dates were selected for technical site visits to Central Texas College and to Amarillo Community College. Mrs. Ruhmann and Ms. McAuliffe will visit Central Texas Community College on April 2nd. They will meet with instructors from 4 p.m. to 5 p.m. and then meet with the students afterwards. Mrs. Catalani and Mrs. Ruhmann will visit Amarillo Community College on February 23rd. Ms. McAuliffe and Mrs. Catalani will visit Amarillo on April 26th. Visits to Houston and Dallas will be arranged by telephone.

The committee was thanked for their participation. The meeting was adjourned at 2:25 p.m.

Respectfully submitted,

Rudy E. Aguirre
Clerk-Typist

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ADVISORY BOARD COMMITTEE MEETING MINUTES

May 7, 1993

Committee Members Present:
Melonye Curtis
Lisa Garden
Pat Kennedy
Ana de Hoyos-O'Connor
Bessie Walton

Committee Members Absent:
Catherine Mason
Marilyn Stavinoha

Project Staff Members Present:
Betty J. Larson
J. Christine Catalani
Cathleen McAuliffe
Linda Ruhmann

Ex-Officio Members Present:
Gloria Ann Lopez,
Coordinating Board Representative
Homer M. Hayes, Dean of Occupational Technical
and Continuing Education

The advisory board committee meeting was called to order at 9:40 a.m. in Room 120 of the Visual Arts & Technology Center at San Antonio College.

Betty J. Larson, Project Director, welcomed the committee members and asked the members to introduce themselves to the group. Mrs. Larson introduced Dean Homer M. Hayes, OTCE, who gave introductory remarks.

Mrs. Larson introduced Christine Catalani, Project Facilitator, who gave an overall report of the project. The project is a one year continuation of the Child Development Associate Credential (CDA) Curriculum and Training Project. The purpose of the project was to field test the activities in the guide, provide technical assistance to four community colleges and to revise the activities in the guide.

The activities in the guide were field tested in the four child development classes at San Antonio college and at the four technical assistance sites. The revised guide has a new chapter on the CDA Process and more child growth and development activities were added to the chapters, which were suggested by the committee members.

Mrs. Catalani stated that articles about the project were printed in the Texas Community College Child Development Educators' Association Newsletter, Competence (CDA Newsletter) and ACCD Perspective (Alamo Community College District Newsletter). The article in Competence generated 140 requests for the guide. Updates on the project were given at TAEYC (Texas Association for the Education of Young Children) and TJCTA (Texas Junior College

Teachers Association). The Child Development Associate Credential Curriculum and Technical Assistance Project received the 1993 Best of Texas Award in the area of professional development and was featured in the 1993 Best of Texas Yearbook.

Mrs. Catalani introduced Lou Gerardy, who has been part of Inclusive Child Care Project in Amarillo a videotape for the Inclusive Child Care Project. She introduced a videotape explaining project to the advisory board members and requested suggestions for improvement. The videotape was well received and its use in classes were discussed. Ana de Hoyos-O'Connor and Cathleen McAuliffe made some suggestions for changes in the videotape. Betty J. Larson stated that she would like to show the videotape to her classes.

A break was taken at 10:55.

Dr. Gloria Ann Lopez, Coordinating Board Representative, talked about the Libby Linberger bill which concerns cooperation between community colleges and four year institutions which Ms. Linberger has been working on for three years. She also stated that there is a group comprised of community college and university personnel who are making sure curriculums are updated.

Mrs. Catalani introduced Pat Kennedy, who gave an update on the CDA P3 Program. She stated that the grant guide is a major component of their training. Mrs. Kennedy also described the Tech-Prep Grant and the advisory committee on which she and Mrs. Larson had served. She has been asked for comments by Marilyn Harriman, Director of Project, on ways to include the CDA in the Tech-Prep program. Advisory board members felt that as different colleges did CDA programs in different ways, perhaps this could be left to the discretion of the local colleges.

Lunch was eaten at approximately 12:00 noon.

Mrs. Larson escorted the committee members to the newly renovated building that will house the child development department and the center. Mrs. Larson invited the committee members to visit the building again after we move in.

Mrs. Larson presented the committee members with the revised guide and a certificate of appreciation for serving on the advisory committee. She thanked everyone for their time and effort on the committee.

Reimbursement forms were distributed and completed by the appropriate committee members. The committee was thanked for their participation. The meeting was adjourned at 2:00 p.m.

Respectfully submitted,

Rudy E. Aguirre
Clerk-Typist

APPENDIX B:
EVALUATION FORM

Name: _____ School: _____

EVALUATION FORM

Here is an opportunity for you to have direct input into the revised CDA credential instructor's guide. Your suggestions and ideas will play a vital part in the next revision. Please mail this form to me as soon as possible. Thanks for your help!

This guide is only a beginning. What suggestions for improvements improvements or additions can you make for the following sections:

- Getting Started
- Safe
- Healthy
- Learning Environment
- Physical
- Cognitive
- Communication
- Creative
- Self
- Social
- Guidance
- Families
- Program Management
- Professionalism

1. What are some portions of the guide that you particularly like?

2. What are some changes or additions you would suggest to make it a more useful guide for you?

3. Are there some resources, printed or audiovisual media, that you can recommend adding to our resource list?

4. Are there any activities that you would like us to pilot test and possibly add to the guide naming you as the source.

IDEA TO BE PILOT TESTED

(Please duplicate if you wish to submit more than 1 idea.)

TOPIC:

OBJECTIVE:

ACTIVITY:

MATERIALS:

PROCEDURE:

COMMENTS:

LEARNING STYLES:

Source

Name: _____

School: _____

APPENDIX C:
CDA CREDENTIAL SURVEY

San Antonio College
Child Development Department

CDA CREDENTIAL SURVEY

Instructions: Please complete and return by March 31, 1992. This information will be used in our proposal for the second year of funding and in assisting us in selecting departments to receive on-site training and consultation.

1. What is your current CDA student enrollment? _____

2. What is your anticipated CDA student enrollment for Fall 1992? _____

3. For what credentials do you provide training?

   Check each that applies:

   a. Center based infant/toddler - _____

   b. Center based preschool - _____

   c. Day home - _____

4. Would you be interested in receiving on site technical assistance/training? Check one: Yes _____ No _____

5. How many one day visits would you anticipate needing between September 1992 through May 1993?

Thank you for completing this survey! Please return in the stamped, self-addressed envelope to:

Christine Catalani, Project Facilitator
Child Development Department
San Antonio College
1300 San Pedro Ave.
San Antonio, TX 78212-4299

SUMMARY OF INTEREST IN TECHNICAL ASSISTANCE FOR CDA PROGRAMS

	Current CDA CDA Student Enrollment	Anticipated CDA Student Enrollment	Type of CDA Credential	Interested in Technical Assistance	Number of Days Needed
1. Alvin Community College Alvin, TX	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2. Amarillo College Amarillo, TX	12	84 with CCMS funding	Preschool	YES	3
3. Angelina Community College Lufken, TX	20	20	Infant/ Toddler Preschool	YES	3
4. Austin Community Austin, TX	20	20	Preschool	Uncertain	2 per sem
5. Brookhaven College Farmers Branch, TX	30	difficult to determine	Preschool Infant/ Toddler Day Home	YES	1 per sem
6. Central Texas Colleg Kileen, TX	30	30	Preschool Infant/ Toddler Day Home	YES	2 per sem
7. College of Mainland Texas City,TX	15	15	Preschool	YES	2 per sem
8. Collin County College McKinney, TX	0	0	n/a	n/a	n/a
9. Delmar College Corpus Christi, TX	20	35 could be far more w/ CCMS funding	Preschool	YES	2-3 per sem
10. Eastfield Community College Mesquite, TX	25	25	Preschool	YES	2 per sem

11. El Paso Community College El Paso, TX	70	50	Preschool Infant/ Toddler Day Home	NO	needs to see mater-ials
12. Frank Phillips College Borger, TX	16	minimum 16, could be far more w/CCMS funding	Infant/ Toddler Preschool	YES	3 per sem
13. Kilgore College Kilgore, TX	9	6-7	Preschool Infant/ Toddler	YES	1 per sem
14. Laredo Junior College Laredo, TX	15	15	Preschool	YES	2 per sem
15. McLennan Community College Waco, TX	16	minimum 16, could be far more w/CCMS funding	Infant/ Toddler Preschool	YES	3 per sem
16. North Harris Montgomery College Houston, TX	NONE	n/a	n/a	n/a	n/a
17. Odessa College Odessa, TX	25	25	Preschool	YES	2 per sem
18. San Jacinto Central Houston, TX	24	20	Preschool Infant/ Toddler	YES	2 per sem
19. San Jacinto North Houston, TX	25	20	Infant/ Toddler Preschool	YES	2 per sem

APPENDIX D:
TECHNICAL ASSISTANCE FORMS

TECHNICAL ASSISTANCE/FIELD TEST SITE APPLICATION FORM

Directions: If you are interested in field testing CDA activities and receiving on-site technical assistance, please complete this form and send in the enclosed self-addressed envelope by July 31, 1992.

Name of Community College: _____

Address: _____

_____

Anticipated CDA student enrollment in the:

Fall 1992: _____

Spring 1993: _____

Type of CDA credential training provided:

Infant/Toddler Center-based: _____

Preschool Center-based: _____

Day Home: _____

Dates of first and last day of Fall semester: _____

Day/Time of CDA classes: _____

Technical on-site assistance can be provided on Mondays or Fridays.

Day preferred: _____

Type of assistance needed: _____

_____

Contact person: _____

Telephone number: _____

TECHNICAL ASSISTANCE EVALUATION FORM

Name of college field site:

Source(s) of information: students, instructor, contact person
(circle one or more)

CDA Project Staff:

I feel the most helpful information I learned was:

Some ideas I will try are:

Some concerns or questions I still have are:

SITE VISIT AND FEEDBACK FORM

Name of college field site:

Contact Person:

Address:

Work Phone:

Need at field site:

Training provided to meet needs:

1.

2.

3.

Follow up training:

_____ Date _____

Project Facilitator or
Technical Advisor

_____ Date _____

(Technical Advisor)

CHILD DEVELOPMENT DEPARTMENT
SAN ANTONIO COLLEGE
AND
CHILD DEVELOPMENT DEPARTMENT
_____ COMMUNITY COLLEGE

MEMORANDUM OF UNDERSTANDING

Whereas the Child Development Department at San Antonio College and the Child Development Department at _____ seek to participate in the implementation, revision and field testing of "active learning activities" for students taking Child Development Associate (CDA) Credential classes.

Be it herewith resolved that this Memo of Understanding fully supports the field testing of the "active learning" activities described in the manual The Child Development Associate Credential Facilitator's Guide to Active Learning, technical assistance in the implementation of described activities and participation by CDA instructor as an advisory committee member.

STATEMENT OF INTENT

The purpose of this agreement is to describe the responsibilities of the staff of the CDA Credential Curriculum and Technical Assistance Project at San Antonio College and the Child Development staff at _____ Community College.

The staff of the CDA Credential Curriculum and Technical Assistance Project funded by the Texas Coordinating Board at San Antonio College will provide technical training/assistance for up to three visits during the 1992 - 1993 academic year.

The Child Development faculty member(s) who teach the CDA classes for the college will select active learning activities described in the Child Development Associate Credential Facilitator's Guide to Active Learning to use in their classes. Written feedback will be provided to the facilitator of the project. One faculty member or the department chairperson will serve on the project advisory committee. The person serving on the advisory committee should be the person field testing the activities with the CDA students, if possible. Meetings will be held 2-3 times a year with the first meeting being held in September. Financial reimbursement will be provided through the grant for transportation expenses.

AGREEMENT

We, the undersigned representatives of the listed institution,

believe in the merit of this project and accept the responsibility of the tasks described.

Agreement made this _____ day of _____, 1992 between the Child Development Department at San Antonio College and the Child Development Department at _____ Community College.

_____
Facilitator
CDA Credential Curriculum and
Technical Assistance Project

_____
Faculty, _____
Community College

_____
Chairperson/Dean/Director
_____ Community
College

_____
Chairperson, CHD Department
San Antonio College

APPENDIX E:
TECHNICAL ASSISTANCE DATA

FIELD SITE NEEDS ASSESSMENT

Name of college field site: Amarillo College

Contact Person: Melonye Curtis

Please review the following categories and indicate by circling the type(s) of technical assistance that would be most helpful to you.

I. Clarification of the CDA Process
- Professional Preparation Program (P3)
- Direct Assessment

II. Logistical Issues in CDA Training
- Developing formal training to meet CDA requirements.
- Doing field site observation/supervision.

III. Curriculum Development in the CDA Goal Areas
- Safe, Healthy, Learning Environment
  preschool
  infant/toddler
  family day home
- Self, Social, Guidance
  preschool
  infant/toddler
  family day home
- Physical, Cognitive, Creative, Communication
  preschool
  infant/toddler
  family day home
- Working with Families
  preschool
  infant/toddler
  family day home
- Program Management
  preschool
  infant/toddler
  family day home
- Professionalism
  preschool
  infant/toddler
  family day home

IV. Development of Forms
- observation forms
- grading forms
- supervision contracts

V. Other Areas Where Assistance Would Be Helpful
Development of Professional Resource file
- Tour Center - Suggestions

For the items circled above, please describe on the back of this paper the kind and method of assistance that would be most helpful.

SITE VISIT AND FEEDBACK FORM

Name of college field site: Amarillo College

Contact Person: Melonye Curtis

Address: P.O Box 447
Amarillo, Texas 79178

Work Phone: 806-371-5289

Need at field site:

Clarification of the CDA Process
- Professional Preparation Program
- Direct assessment

Training provided to meet needs:

1. See technical assistance Visit form -
2. Explanation of CDA resources
3. Steps - Direct assessment
   Resource File
   Roles of each participant involved in CDA assessment
   Suggestion for Center

Follow up training:

active learning - use of techniques in different classes

J. Christine Catalano
Project Facilitator or
Technical Advisor

Date 10-2-92

Cathy McAuliffe
(Technical Advisor)

Date 10-2-92

TECHNICAL ASSISTANCE VISIT

Site: Amarillo College

Contact Person: Melonye Curtis

Other Participants: Jill Rodgers - HeadStart Trainer
Lou Gerardy - CHD faculty

Phone: (806) 371-5289

9:00 am - 11:30 am

CDA resources available - Christine
textbook

Steps - Direct Assessment - Cathy

Resource File
Dividers - Christine
Autobiography - Christine
Statements of Competence - Cathy

New advisor role - Christine
Observation form

New Council Representative - Cathy
role

Early Childhood Review - Christine

Observation Forms - Cathy

Lunch

Tour Center suggestions

TECHNICAL ASSISTANCE EVALUATION FORM

Name of college field site: Amarillo College

Source(s) of information: students, instructor, contact person
(circle one or more)
2 Headstart trainers

CDA Project Staff: Christine Catalano
Cathy McAuliffe

I feel the most helpful information I learned was:
How the new CDA process works, what our role as college instructors will be in review of new materials

Some ideas I will try are:
Preview new materials in depth
New observation techniques

Some concerns or questions I still have are:
None at this time.

SITE VISIT AND FEEDBACK FORM

Name of college field site: Amarillo Junior College

Contact Person: Melonye Curtis

Arrangements: Airline - Southwest - arrive 1:30pm and leave 9:25pm. Melonye will pick us up at Southwest arrival area.

Work Phone: (806) 371-5289

Need at field site: Demonstration of active learning activities.

Training provided to meet needs:

1. Teach 2 classes: 4:00pm-5:30pm - Math and Science, 6:00pm-7:30pm - Art and Music.
2. Given activity description papers, teachers will observe.
3.

Follow up training:

_____ Date _____
Project Facilitator or
Technical Advisor

_____ Date _____
(Technical Advisor)

MATH AND SCIENCE

Processes - Ordering, Patterning Measurement, Volume, Weight, Length, Temperature and Time

1 1/2 hours -- 4:00 pm - 5:30 pm

4:00 - 4:10 Introduction and Opening Activities - classifying objects

4:10 - 4:20 Kinds of Processes - transparency
Piaget's Stages of Measurement - illustrates - materials

4:20 - 5:00 Centers - Activities for processes listed above center

A. With a partner, examine display and write an example for four of the processes or skills.
B. Center 2 - Using materials in centers, students determine activity and skill reenforced.
C. Center 3 - Read cards and determine Piagetian stage of child.

5:00 - 5:30 Open-ended Questions
Definition - transparency
Is This an Open-ended Question? - activity
What Kind of Question Is It? - activity

BEST COPY AVAILABLE

Piagetian Stage	Age	Measurement Stage
Sensorimotor and Preoperational	Birth to Age Seven Years	1. Plays and imitates - plays with measuring cups, notices, who is bigger but in an informal way. 2. Makes comparisons - always comparing hot - cold bigger - smaller heavier - lighter longer - shorter
Transition: Preoperational to Concrete Operations	Five to Seven Years	3. Uses arbitrary units - how many cups of sand will fill a container - how many pegs or tooth picks long is his foot. Beginning to understand words of measure
Concrete Operations	Six Years Or Older	4. Sees need for standard units - he/she sees that he/she must use the same units of measure that others are using - recipe will not turn out if we are using different kinds of cups 5. Uses standard units

BEST COPY AVAILABLE

LEARNING CENTERS WORKSHEET

With a partner you are to visit all 3 centers. Centers may be visited in any order. When you and your partner complete the following tasks, return to your seat. Both you and your partner need to complete a worksheet.

A. Center 1 - Pick out four materials. Identify material and write down skill or process reenforced. Skills are ordering, measurement of volume, measurement of weight, measurement of length, measurement of temperature, and measurement of time.

	Description of Materials	Skills
1.		
2.		
3.		
4.		

B. Center 2 - Identify the measurement stage which best fits situations described. Put down level 1, 2, 3, 4, or 5.

1. Plays and imitates
2. Makes comparisons
3. Uses arbitrary units
4. Sees need for standard units
5. Uses standard units

Situation	Level Represented

C. Center 3 - Thinking Center
Pick one of the groups of material. How could it be used to reenforce a skill or process?

TECHNICAL ASSISTANCE EVALUATION FORM

Name of college field site: Amarillo College

Source(s) of information: students, (instructor), (contact person)
(circle one or more)

CDA Project Staff: Christine Catalani } SAC
Linda Ruhmann }

Melonye Curtis } Amarillo
Lou Gerardy } College

I feel the most helpful information I learned was:

1. Reinforced the value of hands-on learning.
2. Good for students to have basic concepts we stress in our classes reinforced by other instructors.

Some ideas I will try are:

Continued hands-on learning.

Continued use of a multi-media approach to working with students, ie a balanced variety of teaching methods.

Some concerns or questions I still have are:

None —

Linda and Christine were well prepared with activities and information. We appreciate the technical assistance greatly.

SITE VISIT AND FEEDBACK FORM

Name of college field site: Amarillo College

Contact Person: Melonye Curtis

Address: Amarillo College
P.O. Box 447
Amarillo, TX 79178

Work Phone: (806) 371-5289

Need at field site:
Evaluation of learning environment at child care center.

Training provided to meet needs:
1. Both project staff and child care workers did a site evaluation.
2. Evaluations were compared and discussed at training sessions.
3. Staff will implement suggestions and ideas presented.

Follow-up training:
Information will be sent from project staff on "4 area" infant/toddler rooms.

J. Christine Catalani
Project Facilitator or
Technical Advisor

Date April 26, 93

Cathy McAuliffee
Technical Advisor

Date April 26, 93

TECHNICAL ASSISTANCE EVALUATION FORM SUMMARY

Name of college field site: Amarillo College

Source(s) of information: students

CDA Project Staff: Christine Catalani
Cathleen McAuliffe

I feel the most helpful information I learned was:
There is no need to try to make little ones sit still for group time. My energies are better spent moving from one area to another, reinforcing the children's explorations and experimentation.
Addressing the issue of not only multicultural, but also trans generation and handicapped individuals in the classroom.
Music Center
Room arrangement
More culture pictures
Different ages
Using pictures of different age people

Some ideas I will try are:
Tying small equipment to tables so they aren't carried off
More use of private spaces
More textures in the classroom
Picture cues on shelves
Use more Spanish
Room arrangement
Private areas
A place for a child to be completely alone
Cued labels in art
Family pictures
Take picture of children
Adding hands on in science center

Some concerns or questions I still have are:
Amount of structured activities appropriate for 2-year-old classrooms.

FIELD SITE NEEDS ASSESSMENT

Name of college field site: Central Texas College

Contact Person: Catherine Mason

Please review the following categories and indicate by circling the type(s) of technical assistance that would be most helpful to you.

I. Clarification of the CDA Process
- Professional Preparation Program (P3)
- Direct Assessment

II. Logistical Issues in CDA Training
- Developing formal training to meet CDA requirements.
- Doing field site observation/supervision.

III. Curriculum Development in the CDA Goal Areas
- Safe, Healthy, Learning Environment
  preschool
  infant/toddler
  family day home
- Self, Social, Guidance
  preschool
  infant/toddler
  family day home
- Physical, Cognitive, Creative, Communication
  preschool
  infant/toddler
  family day home
- Working with Families
  preschool
  infant/toddler
  family day home
- Program Management
  preschool
  infant/toddler
  family day home
- Professionalism
  preschool
  infant/toddler
  family day home

IV. Development of Forms
- observation forms
- grading forms
- supervision contracts

V. Other Areas Where Assistance Would Be Helpful
Evaluation of curriculum
Child Growth and development activities

For the items circled above, please describe on the back of this paper the kind and method of assistance that would be most helpful.

SITE VISIT AND FEEDBACK FORM

Name of college field site: Central Texas ~~Connection~~ College

Contact Person: Katherine Mason

Address:

Work Phone:

Need at field site:

Brainstorming about proposed ISD H. CECH curriculum for CDA training

Training provided to meet needs:

1. discussed ways the CDA training manual could
2. be utilized in the curriculum
3. discussed additional ideas for activities to
4. cover "Child Growth and Development" (content).
5. discussed problem of documenting other hours of
6. training to meet CDA requirements.

Follow up training:

Evaluate the curriculum after several 8-hr Saturday sessions.

Brainstorm ways CDA competencies can be included in regular child development courses

Cathy McAnulty
Project Facilitator or
Technical Advisor

Date October 26, 1992

Linda Rutherford
(Technical Advisor)

Date 10-26-92

SITE VISIT AND FEEDBACK FORM

Name of college field site: Central Texas College.

Contact Person: Catherine Hansen

Address:

Work Phone:

Need at field site:
evaluation of COA workshop syllabus
evaluation of COA activities
used by C. Hansen & L. Bacon.

Training provided to meet needs:
1. send out evaluation forms on
2. activities used
3. brainstorm additional
activities for manual

Follow up training:

Linda Rubman
Project Facilitator or
Technical Advisor

Date 11-23-92

Cathy McAuliffe
(Technical Advisor)

Date 11-23-92

CENTRAL TEXAS COMMUNITY COLLEGE
TECHNICAL ASSISTANCE VISIT
SUMMARY OF STUDENT EVALUATIONS

I would like to thank you for coming to visit us at Central Texas College. I think your presentation was very beneficial to me. It really made me realize a lot about myself and the children I work with. It provided some activities that I would like to share with my classroom. I needed the talk on open-ended questions. This is something I don't do enough. I have gained something from every class. I like the communication skill without talking, only the seminars were short. I believe it was helpful because I believe we sometimes get caught up in our everyday activities that we may not always use these communication skills. So I liked it cause it refreshes your mind. It opened my eyes to some things I was not doing. I will take what I learned tonight and pass it along to my class. I really appreciate you ladies for taking time out for us. Teachers are wonderful and have a lot of knowledge. I had a nice time in the class. I really enjoyed the conference. Thank you very much.

FIELD SITE NEEDS ASSESSMENT

Name of college field site: Eastfield

Contact Person: Pat Kennedy

Please review the following categories and indicate by circling the type(s) of technical assistance that would be most helpful to you.

I. Clarification of the CDA Process
- Professional Preparation Program (P3)
- Direct Assessment

II. Logistical Issues in CDA Training
- Developing formal training to meet CDA requirements.
- Doing field site observation/supervision.

III. Curriculum Development in the CDA Goal Areas
- Safe, Healthy, Learning Environment
  preschool
  infant/toddler
  family day home
- Self, Social, Guidance
  preschool
  infant/toddler
  family day home
- Physical, Cognitive, Creative, Communication
  preschool
  infant/toddler
  family day home
- Working with Families
  preschool
  infant/toddler
  family day home
- Program Management
  preschool
  infant/toddler
  family day home
- Professionalism
  preschool
  infant/toddler
  family day home

IV. Development of Forms
- observation forms
- grading forms
- supervision contracts

V. Other Areas Where Assistance Would Be Helpful

For the items circled above, please describe on the back of this paper the kind and method of assistance that would be most helpful.

SITE VISIT AND FEEDBACK FORM

Name of college field site: Eastfield Community College

Contact Person: Pat Kennedy

Address:

Work Phone:

Need at field site:

To expand teaching techniques of staff (adjunct faculty) to include active teaching.

To continue to update staff and students about CDA process.

Training provided to meet needs:

1. Demonstrated active teaching techniques to teaching staff
2. Gave information about CDA program to community college students
3.

Follow up training:

J. Christine Catalani
Project Facilitator or Technical Advisor

Date Nov 30, 1992

Cathy McAuliffe
(Technical Advisor)

Date Nov 30, 1992

TECHNICAL ASSISTANCE EVALUATION FORM

Name of college field site: Eastfield

Source(s) of information: students, instructor, contact person
~~(circle one or more)~~

CDA Project Staff:

Christine Catalani
Cathy McAuliffe

I feel the most helpful information I learned was:

CDA Information and teaching techniques on Safe, Healthy Multi-Cultural

Some ideas I will try are:

Teaching techniques – drawing centers
– planning materials

Some concerns or questions I still have are:

None

FIRST TECHNICAL ASSISTANCE VISIT
EASTFIELD COMMUNITY COLLEGE
SUMMARY OF STUDENT EVALUATIONS

The workshop was very interesting and fun. The two activities that were conducted were very good, interesting, enjoyable, fun, and a lot of information was given. An effective way of teaching new techniques. I liked both activities. They led me to use my imagination and think of how really important the standards are to have for safety. Overall this presentation was great. The speakers really set the tone for us as teenagers to get in to. I learned a lot of things that I didn't know previously. It really made me think about the quality of childcare. I would like to hear more. I would rate this a perfect ten. Thank you for coming and sharing with us. There just wasn't enough time for us to finish. I think this workshop kept everybody motivated because we were very involved in what was done. It kept my attention! The workshop showed the realities of what day cares can be and what is lacking in many. It also showed the importance of regulations.

TECHNICAL ASSISTANCE EVALUATION FORM

Name of college field site:

Source(s) of information: students, instructor, contact person
(circle one or more)

CDA Project Staff:

I feel the most helpful information I learned was:

Some ideas I will try are:

Some concerns or questions I still have are:

SECOND TECHNICAL ASSISTANCE VISIT
EASTFIELD COMMUNITY COLLEGE
SUMMARY OF STUDENT EVALUATIONS

I really enjoyed myself in my CDA class. The instructors were nice and kind. The activities were performed in a workshop manner. Each of the activities were well retained. I wish that each of the CDA classes from now on can be more fun filled and let each student work on a one on one basis or in such a small group. I learned different ways to teach a child also how to deal with children in stressful situations. The main idea is to let the child learn from using real objects. Also using the same materials, but using them to make different objects. Pine cones, books, colors, stringing beads, are everyday materials that we used, but never in a way that we talked about today. I enjoyed the workshop. I liked working together as a group. It was enlightening. I will be using the information in the center where I work. They showed us different strategies. More than one way to solve a problem. The class that was presented today was very exciting because we had hands on experience. We shared our own ideas with each other. Different subjects, how to deal with different learning experiences. Very organized, I know if I were a kid I would like them to teach me. They seemed to be happy and enjoying doing their teaching. Also very creative, very on schedule. We all shared different ideas and we all participated in the classroom. They were well organized and we had fun and I would recommend this class to others. I personally would like to thank the ladies for taking time out of their schedule to come out to talk to us about the hands-on experiences, thank you. It was like being a child again. I learned a few more ideas from them that can be used in my lesson planning. Classes should be more this way today. I thought the class was great and the instructors were excellent. I liked the way they conducted the class I would recommend them for a training. They were not boring, they kept us on our toes. Whoever taught them taught them very, very well. We need more like them. Todays class was O.K., but the activities need to be more active. It had some good activities, but it was somewhat tiresome. I would like to have more sessions but they need to have more materials and more movement. We need more presentations like these. The first technique was very interesting and helpful. The second part was helpful but too long. I lost interest while waiting for things to go around.

SITE VISIT AND FEEDBACK FORM

Name of college field site: Eastfield Community College

Contact Person: Dat Kennedy

Address: Eastfield Community College

Work Phone:

Need at field site:

Demonstration of active teaching activities from CDA manual with diverse student populations.

Training provided to meet needs:

1. a.m.- demonstrated activities using class of high school students bussed to Eastfield C.C.
2. p.m. demonstrated activitie using Head Start teachers in
3. CDA training class-- off campus class

Follow up training: none

J. Christine Catalani
Project Facilitator or
Technical Advisor

Date April 5, 1993

Cathy McCarthy
(Technical Advisor)

Date April 5, 1993

TECHNICAL ASSISTANCE EVALUATION FORM

Name of college field site: Eastfield College

Source(s) of information: (students) (instructor) contact person
(circle one or more)

CDA Project Staff: Cathy McAuliffe
Christine Catalani

I feel the most helpful information I learned was:

A safe way for students to vent their frustrations
Professionalism

Some ideas I will try are:

Activity to allow class participants to vent their frustrations (stresses)

Some concerns or questions I still have are:

NONE

EASTFIELD COMMUNITY COLLEGE
THIRD TECHNICAL ASSISTANCE VISIT
SUMMARY OF STUDENT EVALUATIONS

I really enjoyed these activities. I thought our discussion in class was very interesting and I really enjoyed it. However, most of the information was repetitious in regard to well being. Being able to share and talk about our frustrations was helpful after rushing over here to be in class. I personally liked the activity. It helped me to get different ideas on how to get through my physical, social, intellectual and emotional. I also had a chance to say what I like and dislike about my job! I have faith and hope that my job will get better. It taught me how to deal with others physically, intellectually, socially and emotionally. It was fun to work in groups. They enabled me to release many of my frustrations just by talking about them. It let me know how to get in touch with my inner feelings. The information was very informative and I enjoyed myself. I've learned what to do to keep up with the physical part of the body. I like the way papers were prepared. It made me take a closer look at myself. It was a good idea to find different ways to deal with problems. I would really like to be in another session with both of you. The presenters were very knowledgeable and concerned. GOOD JOB! I thank you. You are wonderful teachers and I wish you great success in the near future. The San Antonio instructors, Kathy and Christine are wonderful. I would recommend these ladies to my fellow co-workers.

In my CDA class today, I was given an assignment on Program Management. The professional affect and the frustration affect were very overwhelming to me. I had time to really dig inside myself and pull out my ideas and share with other members. I also enjoyed taking care of myself activities. I will do better on my self care.

FIELD SITE NEEDS ASSESSMENT

Name of college field site: Houston Community College

Contact Person: Joan Wyde

Please review the following categories and indicate by circling the type(s) of technical assistance that would be most helpful to you.

I. Clarification of the CDA Process
- ~~Professional Preparation~~ Program (P3)
- Direct Assessment

II. Logistical Issues in CDA Training
- Developing formal training to meet CDA requirements
- Doing field site observation/supervision.

III. Curriculum Development in the CDA Goal Areas
- Safe, Healthy, Learning Environment
  preschool
  infant/toddler
  family day home
- Self, Social, Guidance
  preschool
  infant/toddler
  family day home
- Physical, Cognitive, Creative, Communication
  preschool
  infant/toddler
  family day home
- Working with Families
  preschool
  infant/toddler
  family day home
- Program Management
  preschool
  infant/toddler
  family day home
- Professionalism
  preschool
  infant/toddler
  family day home

IV. Development of Forms
- observation forms
- grading forms
- supervision contracts

V. Other Areas Where Assistance Would Be Helpful

For the items circled above, please describe on the back of this paper the kind and method of assistance that would be most helpful.

SITE VISIT AND FEEDBACK FORM

Name of college field site: Houston Community College

Contact Person: Joan Wyde

Address:
3821 Caroline St.
Houston, Tx 77004

Work Phone: 713-630-1181

Need at field site:
Clarification of CDD Process

Training provided to meet needs:
1. Explanation of CDA system
2. Demonstration of CDA structure
3. Professional Resource File

Follow up training:
Workshop on CDA, "active learning" and activities in 2 of the functional area
· possible audience - CDD faculty - full time and part time, directors and trainers in the area

J. Christine Catalani
Project Facilitator or Technical Advisor

Date Oct 15, 1992

Linda Buhmann
(Technical Advisor)

Date Oct 15, 1992

SITE VISIT AND FEEDBACK FORM

Name of college field site: Houston Community College

Contact Person: Joan Wyde

Address: 3821 Caroline St.
Houston, TX 77004

Work Phone: 713-630-1181

Need at field site:

Training for part-time and full-time instructs and directors in community

Training provided to meet needs: - See Schedule

1. presented all day workshop which included
2. active learning
3. CDA explanation
   CDA functional areas. activities

Follow up training:

'Examine child development program and determine how CDA training could be offered

J. Christine Catalani
Project Facilitator or
Technical Advisor

Date March 29, 1993

Linda Rubmann
(Technical Advisor)

Date 3-29-93

LISTEN TO THIS...

CDA UPDATE

DIRECTORS, TRAINERS, STUDENTS, CHID INSTRUCTORS

HCCS CHILD DEVELOPMENT DEPARTMENT IS SPONSORING A "MINI" WORKSHOP TO UPDATE THOSE INTERESTED IN THE NEW CDA REQUIREMENTS, HELPING TO UNDERSTAND REQUIRED PAPERWORK ASSIGNMENTS AND A DEMONSTRATION OF SOME APPROPRIATE ACTIVE TRAINING TECHNIQUES TO USE WITH CDA CANDIDATES.

PRESENTERS: CHRISTINE CATALINI AND LINDA RUHMAN
SAN ANTONIO COLLEGE; CHILD DEVELOPMENT CURRICULUM AND TECHNICAL ASSISTANCE PROJECT

WHEN: MONDAY MARCH 29, 1993

WHAT: WORKSHOP SESSIONS

10 - 12 NOON - ACTIVE LEARNING TECHNIQUES TO COVER SOME ACTIVE AND INTERACTIVE ACTIVITIES FOCUSING ON THE BASIC CDA COMPETENCIES

****

12 - 1 - BROWN BAG LUNCH AND GENERAL DISCUSSION OF CDA EXPERIENCES. YOUR CHANCE TO ASK THE EXPERTS!

1 - 2 - THE NEW CDA. WHAT IS IT? HOW DO WE DO IT? PAPERWORK PROBLEMS

WHERE: STAFF AND INSTRUCTIONAL SERVICES BUILDING: 3821 CAROLINE ROOM 147 B HCCS CENTRAL COLLEGE

YOU MAY SIGN UP FOR THE AM AND/OR THE PM SESSIONS BUT YOU MUST PREREGISTER BY CALLING 630-1181 AS SEATING IS LIMITED TO TWENTY.

SENT BY:HCCS STAFF & INST. : 3-25-93 : 14:00 : 7135282573- 2107332338:# 1

SCHEDULE FOR HOUSTON COMMUNITY COLLEGE
TECHNICAL ASSISTANCE VISIT
MARCH 29, 1993

Items to Bring:

CDA books - as many as possible - all 3 types
Observation forms
Professional Resource File Forms
Professional Resource File

Morning

10:00 - 12:00 Active Learning Techniques to Cover Some Active and Interactive Activities Focusing on Basic CDA Competencies

10:00 - 10:15 Ice Breaker - Christine
Importance of Ice Breakers

10:15 - 10:35 Why Active Learning - Linda

10:35 - 11:00 Brief Overview of CDA - Christine
Definition of CDA - transparency
Six Stages in CDA Assessment System
6 Competency Areas

11:00 - 11:20 Active Learning Activity - Learning Environment

11:20 - 11:40 Active Learning Activity - Health
Final Meal Analysis
Talk about follow-up nutrition activities

11:40 - 12:00 Active Learning Activity - Creative
Creative

Afternoon

12:00 - 1:00 Brown Bag Lunch and Cracker Barrel Discussion Session

1:00 - 2:00 The New CDA -- What is it?
How do we do it?
Paperwork problems?

TECHNICAL ASSISTANCE EVALUATION FORM

Name of college field site: Houston Community College

Source(s) of information: students, instructor, (contact person)
(circle one or more)

CDA Project Staff: Christine & Linda

I feel the most helpful information I learned was:
putting the "pieces" together to learn about the CDA Certificate and how it fits into a sequence of professional development

Some ideas I will try are:
* Keeping out the 10 hour training blocks in a logical sequence of classes to meet CDA requirements
* marketing the CDA as part of the college preparation for Early Childhood teachers.

Some concerns or questions I still have are:
None right now ... I'll call as some come up! and Thanks.
Joan Wyde

APPENDIX F:
ACTIVITY EVALUATION FORMS

Child Development Associate Credential
Curriculum and Technical Assistance Project

ACTIVITY EVALUATION FORM

Name of Activity: **Class Size:**

Page Number: **Group Size:**

Evaluator: **Site:**

1. Is the objective specific, measurable, and observable?
_____ yes
_____ no

If no, how could this objective be rewritten?

2. Does the title of the activity give you enough of an idea as to the general nature of the activity?
_____ yes
_____ no

If no, how could the activity be renamed?

3. Are the materials that are listed easy to obtain or make?
_____ yes
_____ no

If no, what suggestions would you make?

4. Are the materials that are listed sufficient and appropriate for the activity?
_____ yes
_____ no

If no, what suggestions would you make?

5. Are the procedures clear and easy to follow?
_____ yes
_____ no

If no, what suggestions would you make?

6. Are the comments clear, concise, and helpful?
_____ yes
_____ no

If no, what suggestions would you make?

7. Are supplemental materials (exercise sheets, observations forms, etc.) appropriate and useful?
_____ yes
_____ no

If no, what suggestions would you make?

8. Did the activity facilitate interaction?
_____ yes
_____ no

How long did it take to complete this activity?

When you do this activity again, what will you do differently?

Child Development Associate Credential
Curriculum and Technical Assistance Project

ACTIVITY EVALUATION FORM

Name of Activity: Pre-/Post-test **Class Size:** 19

Page Number: — **Group Size:** 19

Evaluator: Cathy McAnulty **Site:** S.A.C.

1. Is the objective specific, measurable, and observable?
   ✓ yes
   ____ no

   If no, how could this objective be rewritten?

2. Does the title of the activity give you enough of an idea as to the general nature of the activity?
   ____ yes
   ✓ no

   If no, how could the activity be renamed?
   Needs the name of the audio filled in!

3. Are the materials that are listed easy to obtain or make?
   ✓ yes
   ✓ no

   If no, what suggestions would you make?
   If you did not have this particular audio, you would need to make your own pre-post test.

4. Are the materials that are listed sufficient and appropriate for the activity?
   ✓ yes
   ✓ no

   If no, what suggestions would you make?
   The guidance questions or the test over covered or the portion of the audio that follows the portion the students received for this activity.

5. Are the procedures clear and easy to follow?
_____ yes
__X__ no

If no, what suggestions would you make?
The test is two-sided, so they can't "turn it over."

6. Are the comments clear, concise, and helpful?
_____ yes
_____ no n/a

If no, what suggestions would you make?

7. Are supplemental materials (exercise sheets, observations forms, etc.) appropriate and useful?
_____ yes
_____ no n/a

If no, what suggestions would you make?

8. Did the activity facilitate interaction?
__✓__ yes
_____ no

How long did it take to complete this activity?

45 minutes

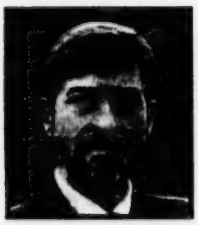
When you do this activity again, what will you do differently?

Re-write pre-test (eliminate just three questions. OK play the part of the wife, too.

APPENDIX G:
PUBLICITY EFFORTS

ACCD PEOPLE

Robert J. Ramirez



Allen Lee Hamilton

Alfonso T. Carmona

Ruben Torres

PALO ALTO COLLEGE

Dr. Pam Hill, counseling chairwoman, presented a paper on the historical development of the Joint Admissions Program betwen PAC and Our Lady of the Lake University at the South Texas Admissions and Registrars Administrators Organization.

Dr. Roy Tucker, assistant professor of mathematics, served as a final judge in the Region 20 Science Fair.

Robert J. Ramirez, student financial aid/VA counselor, was elected 2nd vice president of the Texas Association of Collegiate Veteran's Programs Officials at their 19th Annual Conference in El Paso.

ST. PHILIP'S COLLEGE

Allen Lee Hamilton, social sciences instructor, delivered a lecture on the U.S. Cavalry for the Science and Humanities Lecture Series at the Witte Museum in March. A noted author and expert on the U.S. military and the Indian Wars period, Hamilton is an advisor for the Witte Museum and frequent lecturer for their programs.

Rose Thomas, acting dean of Arts & Sciences, **Wayne Lee**, math instructor, and **Joannes Flatley**, director of Educational Support Services, presented the paper "Using Technology to Teach Underprepared Students: Three Perspectives" at the national conference of the National Association for Developmental Education (NADE) in Washington, D.C. in March.

Also at the NADE conference, Educational Support Services Department members **Patricia Candia**, manager of Academic Support Services, **Rhonda Rapp**, learning disabilities specialist, and **Tony Wright**, manager of Interpreter Services, presented a paper on "Instructional Technologies for Special Populations."

Alfonso T. Carmona, coordinator of Veretan's Affairs, was elected president of the Texas Association of Collegiate Veteran's Programs Officials at their 19th Annual Conference in El Paso.

A reception was held by the Natural Science Department and Harper Collins Publishing Company to honor **Lanier Byrd**, Natural Science Department chairman, and **Fred Richards**, professor of biology, for writing a test bank of over 4,000 questions to accompany the 7th edition of *Human Anatomy and Physiology*, by Tortora and Grabowski. Byrd and Richards' test bank is the largest for any of the standard human anatomy and physiology texts.

SOUTHWEST CAMPUS

The Employee of the Month for April is **Dodie Cooper**, clerk typist, Southwest Campus.

SAN ANTONIO COLLEGE

On behalf of the Child Development Department, **Christine Catalani**, **Cathleen McAuliffe**, and **Linda Ruhmann**, accepted the Best of Texas Award for their Child Development Associate Credential Curriculum and Technical Assistance Project. The presentation was made February at the Best of Texas Conference in Austin, sponsored by the Corporate Fund for Children. **Betty Larson** is the director, Catalani the facilitator, and McAuliffe and Ruhmann are the technical advisors for the project, which was featured in the *1993 Best of Texas Yearbook*.

Ruben Torres, associate dean of Continuing Education, was elected president of the Texas Administrators of Continuing Education (TACE) in Community/Junior Colleges. A charter member of TACE, Torres will be president for a two-year term.

Alice Johnson, director of the Learning Resources Center, has co-authored with Dr. Loriene Roy (University of Texas at Austin) an article " 'It Wasn't a Job, It Was a Way of Life': Jerre Hetherington and the Texas Library Association," which appeared in the Spring 1993 issue of *Texas Library Journal*. The article is based on an oral history interview conducted with the late Jerre Hetherington in 1985.

Cathleen McAuliffe, holding the Best of Texas Award certificate, joins co-winners Linda Ruhmann (left) and Christine Catalani.

BEST COPY AVAILABLE

Upcoming Events

Exhibit at VATC

The visual arts and technology department will sponsor an exhibit of paintings and drawings by Haydee Suescum and Kathleen Youngquist. The exhibit will open Sept. 4 with a reception from 7 - 9 p.m. in the VATC Gallery and will continue through Friday, Oct. 9. Hours are 8 a.m.-5 p.m.

LRC Hosts Fall Workshops

The Learning Resource Center will offer two workshops this month to increase the faculty's understanding of searching techniques and using the latest information resources.

Faculty will have the opportunity to meet Alice Johnson, new LRC director, on Thur., Sept. 10 from 2-3 p.m. in MLC 302 and hear her thoughts on the LRC's role on campus. The program will be informal and follow a question-and-answer format.

The second workshop will focus on updating the knowledge of CD-ROM indexes and databases and will be held Thursday, Sept. 17 at 2-3 p.m. in the LRC on the second floor near the reference desk.

Faculty is encouraged to attend the sessions. There is no charge. For more information, contact Pat Donegan, librarian, at ext. 2492. The workshops are sponsored by Faculty Development.

Faculty Development Seminars

Faculty Development will host two workshops in September. The first, entitled "Basic Research on Automated Teaching Techniques and Pedagogy," will take place Sept. 8 at 2 p.m. in VATC, Room 120. Wesley Regian, human resources directorate at Brooks Air Force Base, will inform the faculty on research findings related to automated teaching techniques to enhance faculty knowledge.

Helen Vera, Women's Center coordinator, will administer the seminar "Meeting Students' Needs in the Classroom for the 90s" Sept. 29 at 2 p.m. in MLC 711. Vera will bring the perspective of the Women's Center to the classroom.

For more information, contact the Faculty Development office at 733-2337.

News Briefs

ACCD Receives Consultant's Report

MGT of America, Inc., an educational consulting firm, presented the results of its performance evaluation study to the ACCD Board of Trustees at the Aug. 18 meeting. Working with a seven-member Citizens' Advisory Committee, MGT gathered information about the district from available published material as well as surveys, interviews and group discussion sessions with district staff and members of the community. The report, presented in three volumes, recommends significant changes in district organization and operations to improve educational program efficiency and effectiveness. The report encourages involvement and collaboration between the Board, students, staff, administrators and members of the community in planning and decision making. The report also recommends an organizational structure to ensure district-wide consisitency in the level and quality of service to students.

Two copies of volumes I and III are available in the LRC. Volume II is still in draft form and will be available at a later date.

Child Development Department Awarded Grant

The Texas Higher Education Coordinating Board has awarded the Child Development Department $53,959 for the CDA Credential Curriculum and Technical Assistance Project.

The project, which will last from July 1, 1992 through June 31, 1993, is a one-year continuation of the Child Development Associate Credential (CDA) Curriculum and Training Project. During the past year, a guide was written which provided "active learning" experiences for a predominantly non-traditional college population, i.e., working women, mid 20s to mid 30s, with children, etc. Training based on the guide also was provided at a two-day workshop for child development community college instructors in Texas.

Work during the 1992-93 year will include field testing the curriculum materials at four community college sites and revision of activities. Technical assistance is provided for the sites selected.

Disabled Students Graduate

Graduation ceremonies for the college's Computer Technologies for the Physically Disabled, a job-training program, were held Saturday, Aug. 29 at McAllister Auditorium.

Jesse Trevino, local artist and outstanding former student of the college, addressed the graduates.

Based on a model developed by IBM Corp., the program teaches adults who were born with physical disabilities or who have had accidents that left them disabled how to work with computers so they can compete for jobs in computer-related fields. Intensive classroom instruction and on-the-job training is offered in two areas: computer programming and office computer systems.

"Corporate representatives from San Antonio and Austin have committed their time and expertise to recruitment, student selection, curricula, internships and placements," said Mary Whitehead, project director. "Our graduates have found jobs in information handling departments at Kelly Air Force Base, the Internal Revenue Service in Washington, D.C., the City of San Antonio and the University of Texas Health Science Center."

In its second year, the project is directed by the Business Advisory Council and sponsored jointly by the college, the U.S. Department of Labor Veterans Employment and Training Service, the Texas Rehabilitation Commission, the Texas Commission for the Blind and IBM.

Update

Update, the San Antonio College faculty/staff newsletter, is published monthly on the first Wednesday of the month. Deadline for submission of items for consideration for publication is the 15th of the month. Forms are available in the Community and Public Relations Office, FAC 302. The Community and Public Relations Office reserves the right to edit items for publication.

SAN ANTONIO COLLEGE

A College of the Alamo Community College District

Texas Community College Child Development Educator's Association

newsletter

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Welcome to **BACON'S CORNER**

What an outstanding CDA Credential Curriculum and Training Workshop Pat Kennedy and her crew at Eastfield College hosted! The group from San Antonio had more ideas than you could imagine. Christine Catalani, Betty Larson, Linda Ruhmann, and Cathleen McAuliffe kept us hopping with all the hands-on experiences.

The next TCCCDEA workshop will be in Killeen, Texas, May 18 and 19, 1993. We will be covering 2+2 activities. Put it on your calendar and start putting some money in your budget.

While we were at Eastfield College, we discussed the possibility of reviewing our classroom tests. If you would send me copies of the Administration, Infant and Toddler and Guidance tests, I'll get started on a consolidated test file. Wouldn't it be great to have a bank of questions to draw from. Just think, the best questions coming from all those beautiful minds.

I am asking Members-at-Large Peggy Apple, Catherine Mason, and Jane Rowe to serve as our nominating committee for TCCCDEA. Please let me know of any changes we should make. Lets talk about possible amendments and/or revisions at TAEYC. I have enclosed a copy of our By-Laws for your review.

We also discussed the possibility of sharing our favorite handouts. I would be willing to organize a file that we can make copies from.

I am looking forward to seeing you at the TAEYC Conference in October. We will meet during the Coffee Chat '92 time slot (Saturday 7:00-8:15 a.m.). Joan Wyde and I are looking into the possibility of meeting somewhere other than the designated area (Sandalwood A) for breakfast. Topics for discussion are: Christine Catalini on their CDA Credential Curriculum and Technical Assistance Project. Pat Phipps on the Texas Headstart Collaboration Project and Marilyn Harriman on 2+2 Tech Prep in Early Childhood Professions. Yes, we'll still have time to talk about other things. We are also planning to have a Saturday evening dinner. Check with the TAEYC Bulletin Board.

Gordon Bacon

Gordon Bacon
940 Verna Lee
Harker Heights, TX 76543

TCCCDEA OFFICERS 1992 - 1993

Chairperson -	Gordon D. Bacon - Central Texas College
Chairperson -Elect -	Joan Wyde, Houston Communtiy College
Vice-Chairperson -	Irma Woods, Del Mar College
Secretary - (2 yr)	Sandra Enders, San Antonio College
Treasurer - (2 yr)	Gale Spear, Austin Community College
Members-At-Large -	Catherine Mason, Central Texas College Peggy Apple, San Antonio College Jane Rowe, Child Care Partnership

MEMBERSHIP

HOW ABOUT YOU?
ARE YOU AN ACTIVE MEMBER,
THE KIND THAT WOULD BE MISSED,
OR ARE YOU JUST CONTENTED
THAT YOUR NAME IS NEVER ON THE LIST?
DO YOU EVER WORK ON A COMMITTEES,
TO SEE THERE IS NO BLOCK?
OR LEAVE THE WORK TO JUST A FEW
AND TALK ABOUT THE CLIQUE?
SO COME TO MEETINGS OFTEN,
AND PLAN TO TAKE YOUR PICK,
TO HELP WITH HAND AND HEART
AND TAKE AN ACTIVE PART.

Anonymous

A membership in TCCCDEA offers you the opportunity to stay informed on current issues involving Early Childhood Development Programs in Junior Colleges throughout the state and the opportunity to be part of a large network of professionals in Child Development. Please join us and bring a friend!

Please join us.
Gordon

REVIEW OF TCCCDEA BY-LAW

PLEASE TAKE A FEW MINUTES TO REVIEW OUR BY-LAWS. THERE HAS BEEN A SUGGESTION TO CHANGE THE OFFICER'S TITLES TO PRESIDENT, PRESIDENT-ELECT, VICE PRESIDENT, SECRETARY, TREASURER AND MEMBERS. THIS WOULD SEEM TO MORE CLOSELY FIT THE TITLES THAT EVERYONE ROUTINELY USES AND WOULD NOT CHANGE THE FUNCTION OF EACH ROLE.

WE WILL DISCUSS THIS AND ANY OTHER PROPOSALS AT OUR NEXT BUSINESS MEETING. IF YOU WILL NOT BE THERE PLEASE SEND YOUR COMMENTS AND SUGGESTIONS TO JOAN WYDE, 11002 BRAEWICK ST. HOUSTON, TEXAS 77096-5817. THANK YOU.

TEXAS COMMUNITY COLLEGE CHILD
DEVELOPMENT EDUCATORS ASSOCIATION

BY LAWS

ARTICLE I: NAME

The name of this organization shall be the "Texas Community College Child Development Educators Association". (TCCCDEA)

ARTICLE II: INCORPORATION

This organization is incorporated under the Non-profit Corporation laws of the State of Texas.

ARTICLE III: PURPOSE

The purpose of this organization is to encourage communication among Texas Community Colleges Child Development programs and to cooperate with other groups having compatible purposes.

ARTICLE IV: MEMBERSHIP

Sec. 1 Membership shall be open to all individuals employed in Child Development programs and related areas with Texas Community Colleges. The membership year shall be from the annual Texas Junior College Teachers Association (TJCTA) convention to the next annual TJCTA convention.

Sec. 2 Honorary memberships may be awarded annually. Nominations will be screened by the executive committee and approved by a simple majority of the membership in attendance at the TJCTA convention.

Eventually we continued our walk through the woods. Each of us taking something away with us. Brian, a new awareness of his own uniqueness and value; me, an affirmed sense of myself as a child care worker. I doubt if either one of us will ever forget that day.

CHILD DEVELOPMENT ASSOCIATE CREDENTIAL CURRICULUM AND TECHNICAL ASSISTANCE PROJECT

Explanation of new project: This project is a one year continuation of the Child Development Associate Credential Curriculum and Training Project. During the 1992-1993 year, the activities and resource materials will be field tested at three to four community college sites. The revised material will be sent to each community college child development department. In addition, technical assistance will be provided to these college sites. This should be a true sharing of ideas and resources.

Plea of assistance: An evaluation form was mailed along with the Child Development Associate Credential Facilitator's Guide. It was in the inside pocket of the cover of the guide. Please take time from your busy schedule to fill out and return. If your copy has been misplaced, please call me for a new one. We need your impute. We are now in the process of selecting field sites. We will report on our progress at the October TAEYC conference. See you then.

Christine Catalani
Child Development Department
San Antonio College
1300 San Pedro Ave.
San Antonio, TX 78212-4299

Executive Director Speaks

We Salute You!

Carol Brunson Phillips

This fall the Council brings into full swing the "Council Model" programs, as we will begin Phase 3 for our first class of students in the CDA P_y and as we will begin the new Direct Assessment system. To be at this point after many years of planning is a proud and happy moment.

Yet our feelings of nostalgia are as strong as our joy. For this much awaited accomplishment means the end of CDA assessment by the Local Assessment Team process. We share the feelings of loss that have been expressed all across the country—

by those of you who have worked tirelessly with the program for a long, long time (perhaps since it was first introduced)

by those of you who struggled with the Consortium and with Bankstreet to give CDA the credence and the integrity needed to overcome skepticism, and doubt,

and by those of you who have participated in an LAT meeting and experienced first-hand the uniqueness of the event, as well as the true power of the collaborative process.

Continued on Page 8

Connecticut CDAs Eligible to Receive Bonus for Providing Quality Child Care

CDAs in Connecticut can now receive financial bonuses by serving families receiving state subsidies. Changes in the state's child care certification program now awards qualified providers a $5.00 bonus per week for each child served under these guidelines.

Providers must be certified. They must: have a CDA or be accredited by the National Association of Family Day Care. Centers must be accredited by the National Association for the Education of Young Children.

The purpose of the bonus is to enhance the quality of child care by encouraging providers to obtain certification.

Food Safety Training to be Held

Cooperative Extension Specialists from Kansas and Missouri will instruct professionals who train child care providers in the use of innovative, timely, new materials which bring the issue of food safety alive.

Animation and puppets on video with coordinated activities help child care providers and children see the importance of personal hygiene and safe food handling. These materials will be available after the training for use with providers and children.

Specialists conducting this training are Dr. Paula Peters, Nutrition, Kansas State University, and Dr. Karla Hughes, Food and Nutrition, University of Missouri.

This nationwide satellite training will be held on Friday, April 30, 1993, 10:00 a.m. to 3:30 p.m.

For more information, contact: *Jane Freyenberger, Extension Assistant and Program Coordinator, Justin Hall, Kansas State University, Manhattan, KS, 66506; (913) 532-5782.*

Active Learning Guide for CDA Instructors Available

CDA instructors at San Antonio College in San Antonio, Texas, have completed work on a guide which can be used by trainers or instructors in providing educational experiences in early childhood and child development areas.

This "active learning" guide includes instructional resources such as transparency masters, handouts and activity cards. An annotated bibliography of audio visual and printed resources for caregivers of infant/toddler and preschool age children is also provided.

This guide will be available as long as the supply lasts. You will be asked to complete a short evaluation form on the guide.

Guides may be obtained from: *Christine Catalam, Child Development Department, San Antonio College, 1300 San Pedro Ave., San Antonio, Texas, 78212-4299; or call (512) 733-2415/494-6984.*

Library/Head Start Partnership Project Begins

A partnership project between libraries and Head Start was recently launched at the Library of Congress.

Administered through a joint agreement between the Center for the Book in the Library of Congress and the Head Start Bureau, the committee will be developing, producing, and testing a resource package that demonstrates how libraries that serve children and Head Start programs can work together in literacy programs in communites.

Ideas exchanged at the workshop will be incorporated into two 20-minute videos and a resource notebook on how to build and maintain effective library/Head Start partnerships.

This package will be available in 1993, when the materials will be tested in different regions of the United States.

UPDATE ON CDA CURRICULUM AND TECHNICAL ASSISTANCE GRANT

Linda Ruhmann, Cathy McAuliffe and I have been working with four different college sites as part of our project. We have field tested CDA activities all semester and will continue to field test this semester. Activities for Safe, Healthy, Learning Environment, Self, Social and Guidance have been revised.

Our activities have been field tested at four college sites - Amarillo, Eastfield, Houston and Killeen as well as San Antonio College. Activities in the areas of Safe, Healthy, Learning Environment, Self, Social and Guidance have been revised. We have also been visiting these 4 college sites sharing ideas, conducting workshops and teaching classes.

Melonye Curtis, Catherine Mason, Pat Kennedy and Joan Wyde are also on our advisory board and have been reviewing and evaluating activities.

A very short article in Competence the CDA Newsletter resulted in calls and letters from around 130 programs around the country. Copies of revised manual will be sent in June. Our project will also be receiving the Best of Texas next week.

Cathy McAuliffe and Linda Ruhmann will be demonstrating some of the activities from the guide. We chose to focus on the CDA process itself for these activities. But the techniques could be used for any Child Development class. For example, Cathy McAuliffe will be starting with an activity on CDA definitions but this could be used for any type of terminology you want the students to review. So Cathy will begin.

Update on grant at TJCTA in Austin

Child Development Assessment Credential Project

Christine Catalani
1300 San Pedro Ave.
San Antonio, TX 78212-4299
210/ 733-2415
FAX 210/ 733-2338

The Child Development Assessment (CDA) Credential Project's goal is to develop training materials that will meet the needs of a growing population of child-care teachers who wish to receive a CDA credential. Many of these teachers fall into the category of special population students that need customized training programs. Other goals are to provide training for community college child development instructors, to field-test training materials and provide technical assistance in four post-secondary institutions in Killeen, Dallas, Houston, and Amarillo. The majority of students are employed in programs that have high percentages of students who are educationally and economically disadvantaged or are handicapped.

An instructor's guide with "active learning" teaching techniques, handouts, and transparency masters was developed for use with CDA Training Programs in community colleges. A two-day workshop, using activities from the manual, was presented for Texas Child Development community college instructors.

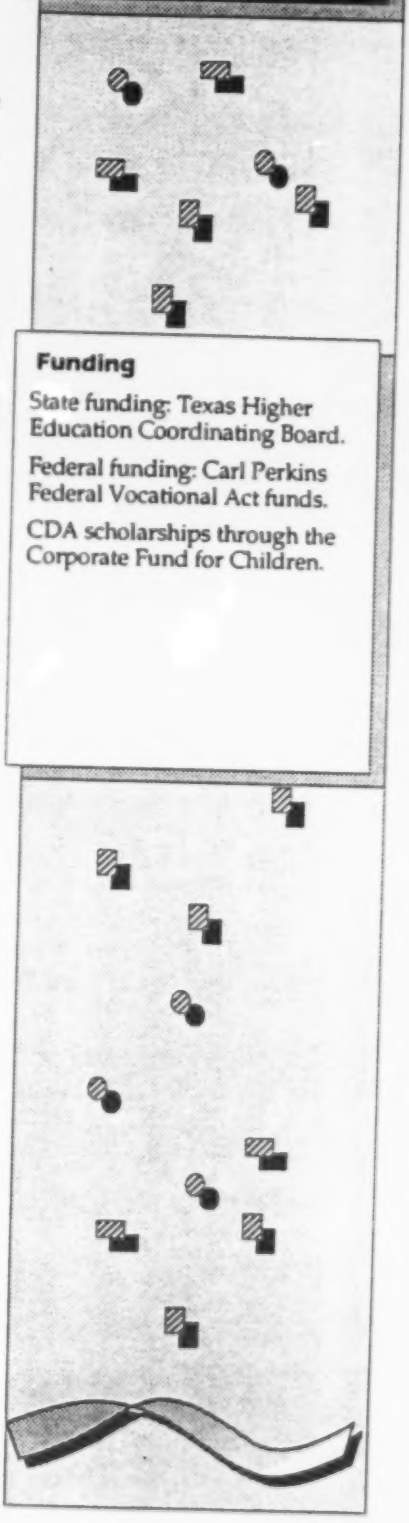
Four post-secondary institutions were selected and are evaluating activities on a weekly basis. On-site technical assistance is being provided throughout the year to these sites.

Barriers

Students were initially reluctant to take college classes due to past negative experiences. The low salaries of child-care workers also made it difficult for some students to pay for courses. The availability of CDA scholarships assisted with this problem.

Highlights

One of the highlights of the project was the creation of the CDA instructor's guide, CDA brochure, and annotated bibliography. But, the greatest success of all has been in the students, who have exhibited a new professionalism, a change in attitude, an improvement of self-concept, and a willingness to go further in their education.



Funding

State funding: Texas Higher Education Coordinating Board.

Federal funding: Carl Perkins Federal Vocational Act funds.

CDA scholarships through the Corporate Fund for Children.